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ABSTRACT

This bibliography was compiled to alert educators to early language development documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents were taken from "Research in Education (RIE)" and journal article citations from the "Current Index to Journals in Education (CIJE)". Included are published and unpublished studies focusing on early languge acquisition, reviews of language research, and language curriculum practices to improve language skills in young children. Descriptors (subject terms used to characterize the entries) appear after each title and will help the users of this bibliography to identify topics covered in the selections. (Author/AJ)

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EARLY LANGUAGE DEVELOPMENT: AN ABSTRACT BIBLIOGRAPHY

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Foreword

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I. INTRODUCTION

The topic of language development is broad and only just beginning to receive wide attention. When considering this topic, the first six years of an individual's life take on special importance, since during this period basic structures of language are formed. It is therefore not surprising that linguists, psycholinguists, and sociolinguists find research in this early age group exciting. It is also not surprising that professionals and practitioners focus increasingly on the preschool years as the period in which to begin emphasizing language skills in order to strengthen and build skills where they are weak or missing.

This bibliography has been compiled to alert educators to early language development documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents were taken from Research in Education (RIE) and journal article citations from the Current Index to Journals in Education (CIJE). Included are published and unpublished studies focusing on early language acquisition, reviews of language research, and language curriculum practices to improve language skills in young children.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title. Descriptors are subject terms which are used in RIE and CIJE to characterize the entries and will help users of this bibliography to identify topics covered in the selections.

Most of the entries are available from ERIC Document Reproduction Services (EDRS) in either of two forms, microfiche (MF) or hard copy (HC). Each entry is assigned an ERIC Document (ED) identification number, which appears after the title information. Directions for ordering are given on the last page of the bibliography. Journal citations have an (EJ) identification number.

A few titles are not available through EDRS but must be ordered from the publishers, and addresses and prices are listed with each of these citations.

LANGUAGE RESEARCH

From Microfiche Collection (RIE)

1. Gupta, Willa; Stern, Carolyn. Comparative Effectiveness of Speaking Versus Listening in Improving the Spoken Language of Disadvantaged Young Children. Feb 69, 11p. ED 029 689

*Language Proficiency; *Verbal Learning; *Transfer of Training; *Program Effectiveness; Listening; Speech Skills; Response Mode; Culturally Disadvantaged; Preschool Children; Oral Communication

Forty preschool Negro children took part in a study to test the effect of oral response versus listening in improving the spoken language of disadvantaged children. It was hypothesized that children who echo and produce sentences in response to an instruction to select the appropriate picture to match a spoken sentence would show greater verbal skill than those children who only listened to the correct response. Transfer and retention of this verbal learning pattern (as well as the effect of structured teaching) was also tested in the study. A pretest-posttest design was used. As predicted, the 20 subjects in the verbal group scored higher on the posttest than the children in the listening group. Transfer of learning and retention (as tested 5 weeks later) was also higher in the verbal group. IQ, measured by the Peabody Picture Vocabulary Test, also showed gains in this group. The structured program appeared to be a successful mode of instruction in increasing verbal learning.

2. Hatch, Evelyn. Four Experimental Studies in Syntax of Young Children. Mar 69, 109p. ED 039 250

*Beginning Reading; *Child Language; *Language Development; *Syntax; *Textbook Evaluation; Early Childhood Education; Kindergarten; Language Learning Levels; Language Patterns; Language Skills; Nominals; Primary Grades; Pronouns; Reading Instruction; Reading Readiness; Sequential Learning; Textbooks

This document reports an investigation of the developmental changes in the use of certain syntactic structures by white, monolingual, middle class five- and seven-year-olds, and of the differences between the syntax of young children and that used in beginning reading textbooks. Approximately half of the publication presents the methods and results of four separately designed experiments: (1) mass and count noun responses of young children, (2) pronoun case preference of young children, (3) comprehension of time connectives by young children, and (4) comprehension of conditional structures by young children. Other findings reported are that, in the presentation of syntactic structures, reading books followed neither a pedagogically-determined sequence nor one which paralleled the child's language development. It is recommended that new structures be systematically introduced orally, but not be presented in the reading texts until the child can understand and use them. Included are statistical tables, a list of references, and results of other relevant studies.

3. Holden, Marjorie H.; MacGinitie, Walter H. Children's Conceptions of Word Boundaries as a Function of Different Linguistic Contexts. Feb 69, 12p. ED 031 388

*Kindergarten Children; *Language Research; Auditory Evaluation; Beginning Reading; Linguistics; Reading Readiness

An evaluation of kindergarten children's awareness of lexical units and of the relationship of this variable to prediction of beginning reading is presented. Eighty-four kindergarten children--47 boys and 37 girls--served as the subjects and were tested individually for their ability to identify word boundaries spoken in sentences. The study concluded that function words were more difficult to isolate than words having more lexical meaning. The child's sensitivity to the rhythmic aspects of an utterance may influence the way he segments that utterance. Correlations between the testing instruments used in this study and reading readiness test scores were low. Additional conclusions, references, examples of test items, and response patterns are included.

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4. Leler, Hazel. Language Development of Socially Disadvantaged Preschool Children. Final Report. Jun 70, 127p. ED 041 641

*Language Development; *Parent Child Relationship; *Mother Attitudes; *Preschool Children; *Cultural Disadvantagement; Skill Development; Parent Participation; Language Tests; Language Fluency; Verbal Communication; Sex Differences

The relationship between various aspects of mother-child interaction and the language performance of young disadvantaged Negro children is assessed in this study. An exploratory survey was conducted to determine if mothers in socially disadvantaged families were willing to enter a parent participation preschool program. Subjects for this study, selected from families who were willing to participate, were 53 children ages 2 1/2 to 3 1/2 years, second or later in birth order, and their mothers. Data were collected by language testing and by structured observation of mother-child interaction scored by two raters on various scales. Significant positive correlations were found between the language test scores and the mothers' acceptance, use of praise, and rewarding of independence, and the child's independence and verbal initiative. Mothers' negative actions such as use of criticism and discouragement of verbalizations were reflected in children's lower scores in language performance. Some sex differences were shown in test scores and in mother-child interaction. Much variation was shown among the sample children. Recommendations are given for the use of the measure of Mean Length of Utterance.

5. Lindstrom, David; Tannenbaum, Jordan. Concept and Language Development of a Group of Five Year Olds Who Have Attended the Syracuse University Children's Center Intervention Program. Sep 70, 20p. ED 046 515

*Concept Formation; *Language Development; *Program Effectiveness; *Group Tests; *Comparative Analysis; Cognitive Ability; Tables (Data); Tests; Statistical Analysis; Evaluation; Intervention

Two groups of 5-year-old children were evaluated using several measures of language and concept ability: Stanford-Binet, Form L-M; Preschool Inventory (PSI); Boehm Test of Basic Concepts; Peabody Picture Vocabulary Test, Form B (PPVT); and the Auditory-Vocal Automatic, Motor Encoding, Auditory-Vocal Association, and Vocal Encoding subtests of the Illinois Test of Psycholinguistic Abilities (ITPA). The Experimental (E) group (N=23) had attended the Syracuse University Children's Center for a minimum of 32 months; a Control (C) group (N=23) with limited or no preschool experience was used for matched control comparisons. The E group scored consistently higher than the C group on the measures used, and an examination of qualitative differences showed the E group to be functioning at levels which are at, or above, their chronological ages. The emphasis which the Children's Center places on language and cognitive development can account for these results, and suggests that long term attendance in such a program is desirable.

6. Mann, Marlis. The Effects of a Preschool Language Program on Two-Year-Old Children and Their Mothers. Final Report. Sep 70, 67p. ED 045 224

*Language Development; *Parent Education; *Preschool Children; *Mothers; *Language Programs; Verbal Communication; Parent Child Relationship; Program Effectiveness; Concept Formation; Video Tape Recordings; Syntax; Group Counseling; Evaluation Techniques

A study was made to determine whether a structured language program for 2-year-old educationally disadvantaged children and a complementary structured language program for their mothers would significantly affect the language behavior of mothers and children. Twenty-four lower socio-economic status mothers and their 2-year-olds were placed in the following three groups: (1) language treatment, (2) counseling and day care treatment, (3) control with no treatment. Hypotheses were tested which concerned language styles and mother-child interaction patterns. Experimental language group children and mothers received treatment (verbal reinforcement, elaboration and extension) for 1 1/2 hours, 2 days a week for 10 weeks. Mothers in the counseling group received counseling on matters of concern to low income black mothers for 3 hours daily, once a week for 10 weeks. Their children were in day care for that period of time. Pre- and posttests of mothers and children in the two experimental groups were made using a syntax measure and the children were tested on concept development. Controls were posttested only. It was concluded that the structured language program (a) produced a significant change in the syntax style of mothers and the pattern of verbal interaction between mothers and children, and (b) effectively changed the syntax style of the children.

7. McConnell, Freeman. Research Findings from a Language and Sensory-Perceptual Training Program. Apr 69, 21p. ED 033 835

*Cultural Disadvantagement; *Language Development; *Perceptual Development; *Preschool Programs; *Sensory Training; Auditory Perception; Compensatory Education Programs; Experimental Programs; Intellectual Development; Language Programs; Perceptual Motor Learning; Reading Readiness

A program for approximately 100 2- to 5-year-old culturally deprived Nashville, Tennessee, children was conducted in two community day-care centers. The children received instruction in groups of six or seven on a half-day basis for 5 days a week. Both language input and output were the focus of instruction, which was carried out through face-to-face conversations between the child and teacher, with each child being required to use appropriate sentence structure, verb form, and word endings. Activities included information sharing and talking time, language and sensory-perceptual training units presented in small groups, eurhythmics, and a music and story hour. The sensory-perceptual training emphasized the development of concepts relative to size, color, number, form and position, figure-ground discrimination, and auditory and visual skills.

A dramatic increase in IQ level over a 9-month period was noted for the experimental group, but this was not the case for the control subjects. In general, the experimental subjects made greater gains on the sensory-perceptual, linguistic, and readiness measures than did the control group. Tables and references are included.

8. Moore, Donald R. Language Research and Preschool Language Training. [70], 57p. ED 040 767

*Language Development; *Child Language; *Cultural Differences; *Language Programs; *Literature Reviews; Abstraction Levels; Cultural Disadvantagement; Language Skills; Subculture; Teaching Methods

This paper reviews literature on subcultural differences in language development to find out what the literature suggests about the nature of a language program for lower class 4-year-olds. The following conclusions are reached: (1) differences in syntactic and phonological competence are not important barriers to communication for the lower class preschool child and should not be the focus of preschool language training; (2) of the many subcultural differences in language, the major one which puts the average lower class child at a "disadvantage" is his relative lack of ability to use a precise language of description; (3) the literature on subcultural differences in language use identifies many of the specific language skills used in this abstract type of language; (4) the traditional preschool is not likely to foster the use of the specific language skills which the lower class child most needs to master; (5) of two broad types of more focused language intervention programs (one in which the teacher's response is contingent on the child's and one in which the child's response is contingent on the teacher's), the latter, more highly structured, program will probably be more successful in teaching the crucial language skills.

9. Van Every, Harolyn; Rosenberg, Sheldon. Semantics, Phrase Structure and Age as Variables in Sentence Recall. Feb 69, 12p. ED 028 433

*Association (Psychological); *Language Development; *Phrase Structure; *Recall (Psychological); *Semantics; Sentences; Psycholinguistics

Forty first-grade and 40 seventh-grade children were assigned at random to four groups of 20 each (two at each age level) and were administered four study-test trials involving oral presentation and oral recall of a list of four sentences of the form article-adjective-noun-verb-adverb. Half of the subjects at each level of age were given semantically well integrated (SWI) sentences to learn while the other half were given

semantically poorly integrated (SPI) sentences to learn. The sentences were constructed with the assistance of college associative sentence norms, on the assumption that such norms are a reflection of mature semantic competence. For all measures of recall, the SWI sentences were recalled better than the SPI sentences regardless of age of the subjects. In addition, there was evidence that the words in SWI sentences were recoded into larger chunks for storage than the words in SPI sentences and that age tended to increase chunking for both SWI and SPI sentences. As anticipated, the only evidence for phrase-chunking was found in the group of seventh graders that was exposed to SPI sentences.

From Journal Literature (CIJE)

1. Carlson, Patricia; Anisfeld, Moshe. Some Observations on the Linguistic Competence of a Two-Year-Old Child. Child Development, v40 n2, pp569-575, Jun 1969. EJ 006 357

*Language Development; *Speech Habits; *Verbal Communication; *Linguistic Competence; *Child Development; Language Ability; Phonology; Language Patterns; Syntax; Semantics

Records were collected of the speech of a boy in the age range of 21 to 33 months. Attention was given to revealing utterances even if they were not statistically prevalent. The child showed a distinction between appropriate generalizations of a pattern and inappropriate ones, used mainly for humorous effects. The child's submission to his internal linguistic system at a given time was shown by insistence on using his own forms in exchanges with adults instead of the ones initiated by his addressee. His spontaneous substitutions of words in song frames and completions of the utterances of others showed a higher syntactic ability than was reflected in his normal speech. Development of some semantic abilities prior to their corresponding syntactic aspects was noted, as well as lags in the opposite direction. In phonology, the child seemed to have acquired the patterns of relations inherent in English before he had fully mastered the specific sounds. Different functions and types of speech are distinguished.

2. Finn, Jeremy D. Patterns in Children's Language. School Review, v77 n2, pp108-127, Jun 1969. EJ 005 552

*Child Language; *Language Patterns; *Perception; *Thought Processes; *Psycholinguistics; Language Development; Language Research; Language Role; Verbal Communication; Nonverbal Ability

The present study investigates relationships between covert thought processes and speech. The results have indicated that unstructured language samples from young children can yield insight into the ways in which they perceive their environment and in turn into the ways in which the environment is instrumental in structuring their language behavior.

3. Green, Eugene. On Children's Comprehension of Synonymous Sentences. TESOL Quarterly, v3 n3, pp189-195, Sep 1969. EJ 016 052

*Comprehension; *Child Language; *Psycholinguistics; *Age Differences; Transformation Generative Grammar; Sentences; Linguistic Competence; Bilingualism; Second Language Learning; Listening Comprehension

Tests on children between five and nine led to the conclusion that children's ability to recognize synonymous structures is progressively developed over a period of years and that there is a scale of difficulty involved. Paper presented at the National Association for Foreign Student Affairs Annual Conference, May 1969.

4. Hornby, Peter A.; Hass, Wilbur A. Use of Contrastive Stress by Preschool Children. Journal of Speech and Hearing Research, v13 n2, pp395-399, Jun 1970. EJ 024 636

*Language Development; *Child Language; *Speech Habits; Language Pattens; Language Rhythm; Preschool Children

Twenty preschool children were asked to describe pairs of pictures, the second of which contrasted with the first in terms of agent, action, or object. The children showed a clear tendency to stress the part of the description corresponding to the contrasting element. This demonstrates mastery of contrastive stress patterns (in absence of any formal teaching) by young children. The technique provides a controlled means of eliciting this aspect of speech in children.

5. McConnell, Freeman; And Others. Language Development and Cultural Disadvantagement. Exceptional Children, v35 n8, pp597-606, Apr 1969. EJ 002 556

*Exceptional Child Research; *Disadvantaged Youth; *Language Development; Language Handicapped; Parent Involvement; Preschool Children; Sensory Training; Intellectual Development; Language Instruction; Verbal Ability

In a 3 year study directed at the prevention of learning problems in school, the failure to achieve, and the subsequent school dropout, a daily program of language and sensory-perceptual instruction was provided to children enrolled in 2 community day care centers. The program was designed to counteract the inhibiting effects of cultural deprivation on language and perceptual learning during the important formative preschool years, and thus it placed emphasis on beginning education with the nursery age child. Preliminary results from the first 2 years demonstrated significant gains in intellectual, linguistic, and perceptual functioning in comparison to control groups which did not undergo the same instruction but which were receiving many elements of the traditional kindergarten type program.

6. Menyuk, Paula; Anderson, Suzan. Children's Identification and Reproduction of /w/, /r/, and /l/. Journal of Speech and Hearing Research, v12 n1, pp39-52, Mar 1969. EJ 006 366

*Research; *Preschool Children; *Articulation (Speech); *Auditory Discrimination; Adults; Consonants; Aural Stimuli; Speech Skills; Age Differences

The purpose of this study was to examine preschool children's identification and reproduction of the speech sounds /w/, /r/, and /l/, and to compare the performance of children and adults in these tasks. The stimuli consisted of three sets of synthetically produced CVC syllables that ranged in equally spaced format contour changes from "light" to "white" /wait/, "light" to "write," and "white" to "write." Subjects were asked to reproduce the word they heard, and to identify it by pressing a button under a picture of the word. Neither children nor adults observed sharp boundaries between the speech sounds in this set. The responses of children were different in the reproduction and identification tasks. More children observed speech sound boundaries in the identification than in the repetition task, and significantly more frequently produced /w/ in response to the stimuli than the other two sounds, but they did not identify /w/ significantly more often. These results were not found with the adult population. We hypothesized that the developmental sequence in the acquisition of the members of this speech sound set is, first, the ability to identify differences between the members of the set and, second, the ability to reproduce the differences.

LANGUAGE LEARNING THEORY

From Microfiche Collection (RIE)

1. Cairns, Charles; Silva, Dolores. How Children Learn Language. Sep 69, 79p. ED 038 401

*Child Language; *Language Development; *Language Learning; *Psycholinguistics; Deep Structure; Generative Grammar; Language; Levels; Language Proficiency; Language Universals; Linguistic Competence; Linguistic Theory; Phonetics; Phonology; Structural Analysis; Surface Structure; Syntax; Verbal Development

The present level of understanding of the psycholinguistic processes and capacities underlying the child's acquisition of language is reviewed in this publication. In the first chapter, linguistic theories, biological characteristics of language learning, and the distinctions between language competence and language performance are discussed. The remaining two chapters are a detailed discussion of the empirical findings of psycholinguists and psychologists about language acquisition: chapter two focuses on the nature and acquisition of syntax while chapter three considers the nature of phonology in a grammar and the child's acquisition of phonology. A bibliography is included.

2. Lavatelli, Celia B., Ed. The Development of Forms of the Negative. [67], 7p. ED 022 549

*Preschool Children; *Language Development; *Language Research; *Syntax; *Negative Forms (Language); Language Skills; Language Usage; Thought Processes

To measure the effectiveness of an intervention program of language development, it is necessary to understand children's knowledge and use of grammatical structures. In both standard and dialectal English, grammar rules are learned without formal instruction for forming the negative, interrogative, and other parts of speech. A mental transformation takes place when a statement is converted to a question. Since the relationship between thought and language is reflected by changes in grammar, these are of psychological importance to learning and intellectual ability. A recent doctoral study is cited which describes the development of forms of the negative in the language of three children.

3. Minke, Karl A.; Staats, Arthur. The Early Development of Verbal Mediation in Children: An Inter-Paradigm Comparison. Theoretical Paper No. 21. Report from the Motivated Learning Project. Jul 69, 20p. ED 036 864

*Age; *Problem Solving; *Research Methodology; *Theories; *Verbal Development; Research and Development Centers; Research

It is suggested that because of the tendency of psychologists to characterize behavioral phenomena in distinctive ways, it is frequently difficult to determine if the same label is being used to refer to the same phenomenon by different investigators. One strategy to overcome this problem is to determine if similar conclusions are reached when the same dependent variable is manipulated by various investigators operating under different paradigms. This strategy is applied to the construct of verbal mediation. Three different paradigms are presented. Two major findings tend to recur: (1) overt verbal behavior appears to be correlated with various types of problem-solving behavior which continues to occur even after the verbal behavior has become internalized and (2) there exists a period when, although the appropriate verbal responses are in the individual's repertoire, they do not serve a mediating function. It is suggested that the theorist-researchers reviewed are dealing with basically the same phenomenon. Several generalizations concerning the development of the verbal mediation process are abstracted, and several implications for the area of education are discussed.

4. Palermo, David S. On Learning to Talk: Are Principles Derived from the Learning Laboratory Applicable? Feb 66, 40p. ED 023 481

*Language Development; *Language Research; *Linguistic Theory; *Paired Associate Learning; *Research Proposals; Linguistic Patterns; Language Experience Approach; Language Learning Levels; Overt Response; Response Mode; Patterned Responses; Aural Stimuli; Stimulus Generalization; Behavioral Science Research; Preschool Children; Learning Laboratories; Mediation Theory

While studies in learning and verbal behavior show that learning comes through paired-associate problems, they do not explain the acquisition of language. Three paradigms demonstrate mediation effect in paired-associate learning: response equivalence, stimulus equivalence, and chaining model. By reviewing children's language acquisition patterns in terms of the three paradigms, several conclusions were reached. A child utters words which are related to his experience. He establishes response and stimulus equivalence paradigms simultaneously. In a response equivalence situation, he learns one response can apply to several stimuli, and in a stimulus equivalence situation, one stimulus is paired with many responses. When learning complex utterances, the child chains equivalence paradigms. The same patterns are applied in learning plurals, tenses, and negatives. In an addendum, the author discusses the positions of a psychologist or a linguist in language acquisition. The psychologist ignores the complexities

of the language, oversimplifies imitation, and disregards the relationship between memorizing and meaningful learning. The linguist assumes hierarchical learning but does not test it, and he rejects mediation learning theories. Although maintaining separate goals, the two schools should act jointly to stimulate needed further research in language acquisition.

5. Slobin, Daniel I. Universals of Grammatical Development in Children. Sep 69, 19p. ED 032 543

*Child Language; *Cross Cultural Studies; *Language Development; *Language Universals; *Psycholinguistics; Grammar; Oral Communication; Sentence Structure; Sociolinguistics

This report considers the early stages of grammatical development in the child. It summarizes some cross-linguistic similarities in acquisition of several different types of languages: English (both white and black, lower and middle class), German, Russian, Finnish, Samoan, and Luo. With this small but diverse collection of languages and cultures the author is in a position to consider varied speech input to the child and observe what remains constant in the course of languge acquisition. He finds a number of small, intriguing differences but believes that "what is remarkable at first glance is the uniformity in rate and pattern of development." He traces stages of language development and points out the linguistic universals which manifest themselves at the various stages. Typically, in all cultures examined, there is a period of babbling ending somewhere around 18 months of age. Overlapping this period is a stage of single-word utterances, followed by a stage of two-word utterances at around 18-24 months. The two-word stage is often quite brief, but its structural and semantic characteristics appear to be universal. The author believes that the universality of this phase suggests the maturation of a "language acquisition device" with a fairly fixed programming span for utterances at the start.

6. Van Raffler Engel, Walburga. The Function of Repetition in Child Language as Part of an Integrated Theory of Developmental Linguistics. Mar 69, 12p. ED 028 421

*Child Language *Language Patterns; *Verbal Communication; *Verbal Development; Child Development; Function Words; Observation; Preschool Children; Speech Habits; Syntax

This paper represents an effort to explain the language development of the child within the analytic frame of overtly observable data and without recourse either to mathematical models or to postulating hypothetical underlying forms. From longitudinal studies of two-year-old children conducted by the author as well as from similar data reported in the literature, it appears that the function of repetition in child language is twofold: (1) as a learning device for the retention of items newly acquired through imitation and (2) as a means of easing the process of conveying the message. Improvement of communication is the principle aim of the child's efforts to shape his language to the sociolinguistic pattern of others significant to him. Repetition's function of easing the strain of the message in its bare essentials only fulfills the same purpose that redundancy does in adult language. As a matter of fact, repetition ceases when the child's speech progresses to the point of employing functors as a part of a synthetic construction.

From Journal Literature (CIJE)

1. Cazden, Courtney B. Suggestions from Studies of Early Language Acquisition. Childhood Education, v46 n3, pp127-131, Dec 1969. EJ 012 396

   *Language Development; *Preschool Children; *Child Language; *Communication Skills; Language Patterns

   Overview of current research on how children learn their native language before school. Implications to aid learning in school are discussed.

2. Gaer, Eleanor P. Children's Understanding and Production of Sentences. Journal of Verb Learning and Verb Behavior, v8 n2, pp289-294, Apr 1969. EJ 011 086

   *Child Language; *Psycholinguistics; Age Differences; Sentence Structure; Deep Structure; Surface Structure; Behavioral Science Research; Transformation Generative Grammar

   Results of tests comparing the ability of children and adults to understand and produce sentences according to type (active, question, passive, negative) and complexity (simple, center-embedding, double-embedding).

LANGUAGE DEVELOPMENT MEASUREMENT TECHNIQUES

From Microfiche Collection (RIE)

1. Development of a Standardized Telephone Interview for the Measurement of Language Changes in Young Children. May 68, 42p. ED 022 758

*Interviews; *Kindergarten Children; *Measurement Techniques; *Language Development; *Telephone Communication Systems; Articulation (Speech); Disadvantaged Youth; English Instruction; Language; Language Skills; Longitudinal Studies; Oral Communication; Speech Evaluation; Syntax; Tape Recorders; Vocabulary Development

Telephone interviews designed to elicit open-ended responses from disadvantaged kindergarten children were taped, analyzed, and scored to test the reliability of this interview technique in obtaining representative speech samples. To determine the effect of familiarity with telephones, one group of 12 children was provided with telephones in the classroom immediately following an initial interview; another group of 13 was given telephones following a second interview 3 months later; and a third group of eight children was interviewed once but given no additional exposure to the telephone. Finally, all three groups were interviewed at the end of an 8-month period. Results indicated that the telephone interview is a reliable technique for recording representative speech samples from young children and has application to longitudinal studies in which changes in verbal behavior can be analyzed in terms of vocabulary level, language structure, and articulation. No significant differences were found in a comparison of the three groups, suggesting that exposure to telephones in the classroom did not strongly influence the child's performance in the telephone interview. That this "exposure" to the telephone was essentially unstructured, and that the children in the study were similar to each other should be considered.

2. Sause, Edwin F.; Crowley, Francis J. The Development of a Computer Technique for the Content Analysis of Psycho-social Factors in the Oral Language of Kindergarten Children. Mar 70, 10p. ED 038 184

*Measurement Techniques; *Measurement Instruments; *Psychological Evaluation; *Sex Differences; *Language Patterns; Kindergarten Children; Test Reliability; Language Usage; Content Analysis; Vocabulary; Word Frequency

To find out if a computer could be programmed to efficiently analyze the psychosocial factors in the speech of children, taped language samples were collected from structured interviews with 81 male and 63 female kindergarten children. Thirty psychosocial and social factors relevant to children's speech were drawn from the words in the samples. A group of school psychologists then indepently placed each sample word into its appropriate category to form a content analysis dictionary. Subsequent computer content analysis of data agreed closely with the content analysis performed by a kindergarten teacher. Computer content analysis of sex differences also agreed closely with research and opinion about personality differences in boys and girls. It was concluded that computer analysis of psychosocial factors in the language of young children is a quick, efficient way to gather information that was previously expensive and time consuming to obtain. The second part of this document is a paper which describes the development of the analysis technique used in the language study and contains the data and implications of the project.

LANGUAGE/CURRICULUM PRACTICES

From Microfiche Collection (RIE)

1. An English Language Arts Curriculum Guide: K-3. Volume 1. 69, 390p.
ED 044 402

*Behavioral Objectives; *Curriculum Guides; *Language Arts; *Primary Education; Elementary Education; Learning Activities; Oral Communication; Reading; Writing

This language arts curriculum guide, principally designed for teaching culturally advantaged pupil of above-average intelligence, aims (1) to specify a relatedness between the subjects comprising the English language arts, (2) to specify behavioral objectives, (3) to suggest learning processes that allow pupils to order their inner feeling by discovering order in their environments, (4) to reveal a continuum of learning experiences for children K-3, (5) to act as a plan book, and (6) to provide direction, especially for new teachers. For use by teachers, administrators, and curriculum coordinators, the guide classifies the subject areas of English into three major divisions: oral communication, reading, and writing. Each division contains, for each grade level, list of behavioral objectives, suggested materials, and suggested activities. Additonal materials include graphs of the classification and stress of subject areas in English for grades K-3.

2. Brooks, Barbara J. An Oral Language Development Program for the Preschool, Project Sesame. Working Document Number 1. Sep 68, 116p. ED 028 167

*Curriculum Guides; *English Instruction; *Kindergarten; *Language Development; *Verbal Communication; Grammar; Language; Language Usage; Morphology (Languages); Oral Communication; Oral Expression; Phonology; Preschool Curriculum; Reading Readiness; Sentences; Syntax; Aural Learning

An ESEA Title III language development program, originating in Mifflinburg, Pennsylvania, is presented in 60 twenty-minute lessons to help prepare preschoolers for the reading experience. Four areas of language usage and reading readiness are stressed-auditory discrimination or phonology, letter discrimination, stylistics, and morphology, grammar, and syntax. The presentation recommends that verbal behavior be developed in a stimulus-response situation that reinforces conditioned oral responses through repetition and the use of various materials and motivational techniques. Numerous activities and exercises are included to develop in preschool children such language skills as the recognition of sound-symbol relationships, initial consonant and vowel sounds and blends, rhyming words, and complete sentences.

3. Cazden, Courtney B. Language in Early Childhood and Reading: A Review for 1969-70. May 69, 49p. ED 043 867

*Child Language; *Early Childhood Education; *Language Development; *Reading; *Research Reviews (Publications); Bibliographies; Cross Cultural Studies; Individual Needs; Interaction; Language Tests; Linguistic Competence; Oral Expression; Phonology; Program Effectiveness; Reading Materials; Semantics; Syntax; Televised Instruction

This publication reviews significant research in 1969 in the field of oral language in early childhood and reading. In general the paper discusses only those areas where these three topics intersect; thus detailed treatment is given only to language in early childhood education and language in relation to reading. Initial comments deal with research on language development itself. Part 1, "Language Development," deals with knowledge about language use, cross-cultural research, and adult-child interaction. Part 2, "Early Child Education," discusses classroom interaction, program effectiveness, assumptions about language, tests, and teaching via television. Part 3, "Language and Reading," considers phonological competence, syntactic and semantic competence, and the problem of matching reading materials to the child. An eight page bibliography listing all the works referred to in the body of the paper is appended.

4. Concept and Language Development. A Resource Guide for Teaching Young Children. Mar 68, 94p. ED 030 472

*Manuals; *Kindergarten; *Curriculum Guides; *Language Arts; Early Childhood Education; Vocabulary Development; Concept Teaching; Auditory Perception; Visual Perception; Speech; Reading Readiness; Language Skills; Individual Instruction; Small Group Instruction; Large Group Instruction; Instructional Materials

In response to the research findings of Head Start programs, in particular, and of research in early childhood education, in general, this manual was created by the Kindergarten Study Group of the Cincinnati Public Schools to examine the kindergarten program. The purpose of this manual is to help teachers broaden and extend the learning of the pupils, especially in the language arts. Ways are suggested for working with children to provide for individual, small group, and total class instruction. The manual sets out activities for developing pupils' skills in vocabulary, organization of ideas, auditory and visual perception, and speech. Also, approaches to building reading readiness are described.

5. Coordinated Helps in Language Development (Child). Northwest Regional Educational Laboratory Study. Second Experimental Edition. 68, 85p. ED 028 831

*Language Development; *Kindergarten; *Language Programs; *Guides; Language Skills; Verbal Ability; Verbal Development; Auditory Discrimination; Vocabulary Development; Language Patterns; Expressive Language; Classification; Problem Solving; Abstract Reasoning; Imagination; Enunciation Improvement

This guide to a total developmental language program for kindergarten is divided into three sections: (1) Helpful Hints to the Teacher, (2) Expanding Verbal Power, and (3) Linking Language and Thought. Subjects in Section 2 include hearing and speaking clearly, increasing vocabulary, extending meaning, expanding language patterns, conveying ideas, and expressing feelings. Section 3 involves classifying things, conveying imagination, solving problems, and expressing abstract reasoning. Each topic is divided into a listing of activities, objectives, materials, procedures, observations, and concomitant learnings.

6. Flinton, Doris Holt. Language for Learning: Oral Language and Cognitive Development, Pre-K, K, Grade 1. Section 1, Teacher's Guide. 69, 68p. ED 039 921

*Curriculum Guides; *Language Arts; *Lesson Plans; Teaching Methods; Cognitive Development; Language Development; Instructional Materials; Kindergarten; Grade 1; Reading Readiness; Oral English

This handbook for teachers contains language lessons for young children. Through sequencing and feedback, the program uses a direct method of teaching and learning standard English. It is an expository approach, in which progress is based on performance, rather than on the knowledge of rules. Each unit is organized so that language development and cognitive development advance together. The order of presentation of each of the 20 lessons includes (1) the teacher's demonstration with objects, persons or pictures while she uses the sentence patterns under the language structure at the top of her page, (2) pupil's response while demonstrating with objects, (3) presentation of the picture in the book, (4) pupil's response to the picture, (5) application of patterns learned orally to a new situation by the pupils, and (6) worksheet activities. Designed for use with small heterogeneous groups of six to eight pupils, the teacher is urged to encourage flexibility and inventiveness through demonstration and example. This oral language program serves as a readiness program for beginning reading and writing instruction.

7. Gotkin, Lassar G. Games and Other Activities for Developing Language Skills. 16p. ED 022 555

*Language Development; *Preschool Children; *Educational Games; *Mechanical Teaching Aids; *Manipulative Materials; Programmed Instruction; Kindergarten Children; Language Skills; Auditory Discrimination; Visual Discrimination; Teaching Methods

Dr. Gotkin has developed several ways to use effectively games and mechanical devices to teach language skills to preschool and kindergarten children. The matrix game, a set of pictures in columns and rows, which functions on the principles and methods of programmed instruction, requires the child to discriminate symbols, pictures, and colors and to verbalize his answer. The telephone interview is used to induce the individual child to structure conversations as the teacher gives him thematic prompts over the telephone. A third method uses the Language Master (a tape recorder and a moving carêd holder) to make the child verbalize after he has been aurally and visually stimulated. Also, it provides the child with immediate feedback. The alphabet board is a board grooved with the shape of the letters of the alphabet into which the letters are placed, much as in a puzzle. This device helps disadvantaged children, especially to learn to discriminate the shapes and names of letters and to realize that letters are a code for the spoken language. All of these methods are designed for supplementary tools for teachers.

8. Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities. 68, 144p. ED 028 583

*Communication Skills; *Exceptional Child Education; *Learning Activities; *Psycholinguistics; *Teaching Methods; Associative Learning; Auditory Perception; Disadvantaged Youth; Instructional Materials; Language; Language Development; Learning Disabilities; Listening Skills; Memory; Mentally Handicapped; Perceptual Motor Learning; Preschool Children; Recall (Psychological); Verbal Ability; Visual Perception

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure of auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources.

9. Keislar, Evan R.; Phinney, Jean. An Experimental Game in Oral Language Comprehension. Jan 70, 9p. ED 038 990

*Educational Games; *Pilot Projects; *Language Skills; Listening Comprehension; Language Development; Student Attitudes; Preschool Children

A project has been initiated to develop educational games for teaching cognitive skills to Head Start children. It is hypothesized that while a game format may be less efficient and less effective than conventional methods for the teaching of specific skills, the use of games in the curriculum will lead to significant improvement in attidue toward intellectual tasks and will minimize the need for constant supervision. This paper reports on a pilot study whose goal was to create a game what would teach children a listening comprehension of four linguistic constructions: conjunction, negation, joint denial, and exclusion. It was hypothesized that after playing the game, children would show improvement in their comprehension of spoken sentences using these constructions. In addition, children were expected to find the game enjoyable. The subjects, eight Head Start children from 4 years 3 months to 5 years old, were pre- and posttested with four game sessions intervening. Gains in posttest scores supported belief in the general effectiveness of the game for teaching the

four linguistic constructions. Although there was no objective measure of the children's attitudes, they enjoyed the game and asked to play again, which seems to indicate that the game approach is appropriate for teaching tasks not intrinsically interesting.

From **Journal** Literature (CIJE)

1. Batinich, Mary Ellen. Language-Experience Activities. Reading Teacher, v23 n6, pp539-546, 564, Mar 1970. EJ 017 969

*Kindergarten Children; *Language Experience Approach; *Reading Instruction; *Teaching Techniques; *Individual Differences; Grouping (Instructional Purposes); Instructional Materials; Student Developed Materials; Reading Readiness; Parent Participation

Describes a kindergarten program called the Language Experience Approach. Basic to the program are the child's own thoughts, ideas, and language as well as objects in his environment. An integral part of the program involves converting the children's own stories into books to be used by the class.

2. Cazden, Courtney B. Children's Questions: Their Forms, Functions and Roles in Education. Young Children, v25 n4, pp202-220, Mar 1970. EJ 017 608

*Child Language; *Language Development; *Teaching Methods; Transformational Theory (Language); Linguistics; Language Skills; Dialects; Language Patterns; Curriculum Development

If a teacher is aware of how young children acquire their language skills; for example, how they learn to ask a simple question, perhaps she may glean meanings from the children's language that have been heretofore unnoticed.

3. Durkin, Dolores. A Language Arts Program for Pre-First-Grade Children: Two-Year Achievement Report. Reading Research Quarterly, v5 n4, pp534-565, Sum 1970. EJ 026 212

*Language Arts; *Preschool Children; *Reading Research; *Program Development; *Program Descriptions; Sex Differences; Intelligence; Reading Achievement; Academic Achievement; Teacher Role

Describes a program in which goals are to teach children basic reading skills. Points to shortcomings of present studies on programs and need for better research with pre-first-grade programs. Also suggests that findings should be reported in a way that makes them useful both to the profession at large and to other researchers.

4. Lavatelli, Celia Stendler. An Approach to Language Learning. Young Children, v24 n6, pp368-376, Sep 1969. EJ 008 119

*Language Learning Levels; *Language Development; *Social Differences; *Teaching Procedures; [National Laboratory on Early Childhood Education]

A child's ability to use language is directly linked with his socio-economic background. Studies have shown that middle-class children can use language to meet school demands more effectively than disadvantaged children. The teacher in the public school must compensate for these differences and a number of means of doing so are available.

SELECTED BIBLIOGRAPHIES

From Microfiche Collection (RIE)

1. Early Childhood Selected Bibliographies Series. Number 2, Language. 68, 47p. ED 022 538

*Annotated Bibliographies; *Early Childhood Education; *Abstracts; *Language; Phonology; Speech; Grammar; Vocabulary; Verbal Learning

This is the second in a series of six annotated bibliographies. It has as its general subject the language aspects of early childhood education and includes six subdivisions: phonology and speech, grammar, vocabulary, functions of language, verbal learning, and "all." Each of the 38 abstracts included has been classified by general and specific subject, by focus of study, and alphabetically by author. Focus of study categories are normative, environmental, measurement and techniques, intervention, pathology, physiology, animals, and general. The general subjects of other bibliographies in the series are physical, education, cognition, personality, and social aspects of early childhood education.

2. Language Development in Disadvantaged Children: An Annotated Bibliography. Aug 68, 86p. ED 026 414

*Annotated Bibliographies; *Child Development; *Disadvantaged Youth; *Language Development; *Language Research; Behavior Development; Bilingualism; Conference Reports; Demonstration Projects; Environmental Influences; Intellectual Development; Nonstandard Dialects; Research Reviews (Publications); Social Influences; Family Influences

The works cited on this extensively annotated bibliography represent approaches for understanding the language development of disadvantaged children. The subjects covered are bilingualism and dialectology, developmental influences (ethnic, family and home, instructional, and social and economic) and developmental status and processes (behavioral, intellectual, and language). The works report the progress of demonstration projects and the findings of comparative, descriptive ecological, and experimental studies. Some of the references are reviews of research, bibliographies, or conference proceedings.

3. Parker, Ronald K., Comp.; And Others. An Overview of Cognitive and Language Programs for 3, 4, & 5 Year Old Children. Apr 70, 209p. ED 045 209

*Preschool Programs; *Cognitive Development; *Language Programs; *Program Descriptions; *Early Childhood Education; Language Skills; Comparative Analysis; Curriculum; Economically Disadvantaged; Preschool Children; Intellectual Development; Experimental Programs; Curriculum Research

This report was compiled to serve as a partial knowledge base for the Southeastern Educational Laboratory and the Harlem Research Center in their effort to plan a research program in early education. Educational programs designed for 3-, 4-, and 5-year-old children which emphasize either cognitive-intellectual development or language development are briefly reviewed and compared. The text is organized into six major sections: (1) a selection of major references in the general area of early education, and of key references to establish a rationale for focusing on the cognitive-intellectual and language skills in early education for economically disadvantaged children, (2) outlines of 18 programs for which a written curriculum exists and which have been evaluated empirically, (3) abstracts of six comparative research projects on curriculum, (4) outlines of six developing programs, (5) outlines of 17 effective curriculum components and ideas and (6) implications of the reviews. Bibliographic reference are included along with two appendixes. Appendix A contains abstracts of research relating to specific preschool programs. Appendix B lists addresses of preschool programs or authors.

ADDITIONAL REFERENCES

General Considerations:

ED 021 239
ED 029 272
ED 030 844
ED 033 015
ED 040 744

Language Research:

Grammar and syntax:

ED 030 098
ED 030 124
ED 036 176
ED 038 176
ED 042 485

Language development:

ED 022 539
ED 024 442
ED 024 443
ED 032 933
ED 034 599
ED 035 454
EJ 001 119
EJ 001 524
EJ 011 520
EJ 016 513

Language Development Programs:

ED 021 618
ED 021 636
ED 022 563
ED 025 299
ED 028 832
ED 037 245
ED 038 175
ED 039 032
ED 039 037
ED 039 932
ED 040 763
ED 041 641
ED 045 220
ED 046 497
EJ 002 222
EJ 010 506

Language Curriculum Practices:

ED 039 863
ED 030 659
ED 033 508
ED 039 651

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